

Step 2: Determining Outcomes

Accessing the General Curriculum for Students with Significant Disabilities

PA Low Incidence Conference 2008

Debbie Taub

Anne Denham

Outcomes:

- Participants will be able to:
 - Identify student outcomes from general education unit
 - Prioritize learning outcomes for student with significant cognitive disability
 - Demonstrate connection to the grade level standard
 - Identify ways to make informed instructional decisions

Meet Marvin

- 13 year-old middle school student with a significant cognitive disability
- Physical
 - Ambulates but awkward gait
 - Manipulates materials but poor fine motor control
- Communication
 - 1-2 word utterance
 - Uses yes/no (nods/shakes head), points or gestures
 - Uses Picture Exchange Communication System (PECS), beginning user
 - Receptive vocabulary higher than expressive
- Learning Environment
 - Recognizes logos, some symbols and can visually discriminate
 - Loves to be with peers but stubborn
 - Loves to be involved in class activities but has a limited focus
 - Rote count to 7 or 8 but no comprehension

Marvin's IEP Goals

- Improve communication skills -initial sounds, use of PECS
- Increase/Improve
 - Content vocabulary
 - Reading skills and comprehension
 - 1:1 correspondence
 - Attention span
 - Task completion
- Provide
 - Behavior supports - rewards

What are Learning Outcomes?

- Learning outcomes indicate what the student should be able to:
 - Know
 - Understand
 - Do
- Learning outcomes should be written with observable and active terms

Sample Verbs from Bloom's Taxonomy

- Identify
- Name
- Retell
- Interpret
- Compare
- Critique
- Validate
- Design
- Produce
- Compile

Sample Verbs from Webb's DOK

- Quote
- Match
- Tell
- Graph
- Infer
- Construct
- Revise
- Assess
- Create
- Prove

Purpose of Learning Outcomes

- Determining outcomes for a unit of study guides:
 - Development of instructional activities and strategies
 - Selection of materials
 - Design of formative assessments
- Outcomes provide smaller steps towards acquiring the standard – often lesson/unit specific
- Outcomes let the students know what is expected of them

Selecting Learning Outcomes

- Refer to the standard and the grade level standard (benchmark, performance indicator, expectation, etc.)
- Use grade level curriculum as a guide
- Consider the state performance standards
- End of chapter objectives
- ETC.

Prioritizing Outcomes

- It is important to begin with learning outcomes developed for the general education lesson plan
This will facilitate:
 - Closer connection to the standard
 - Rich instructional activities
- Prioritization of outcomes should not result in exclusion from all instruction. It should focus the learning process

Ways to Prioritize Outcomes

- **Reduce the breadth**
- **Reduce the complexity**
- **Specify the information**
- **Reduce the number of Outcomes**

Reducing Breadth of Outcome

- **Grade level standard:** The student will identify and explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify and explain characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Reduced Breadth/Difficulty Learning Outcome:**
 - Identify and explain characterization...
 - Identify and explain setting in...
 - Identify and explain plot...
 - Identify and explain theme...

Reducing Complexity of Outcome

- **Grade level standard:** The student will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Reduced Complexity Outcome:**
 - Identify the characterization...
 - Identify the setting...
 - Etc.

Specifying the Information

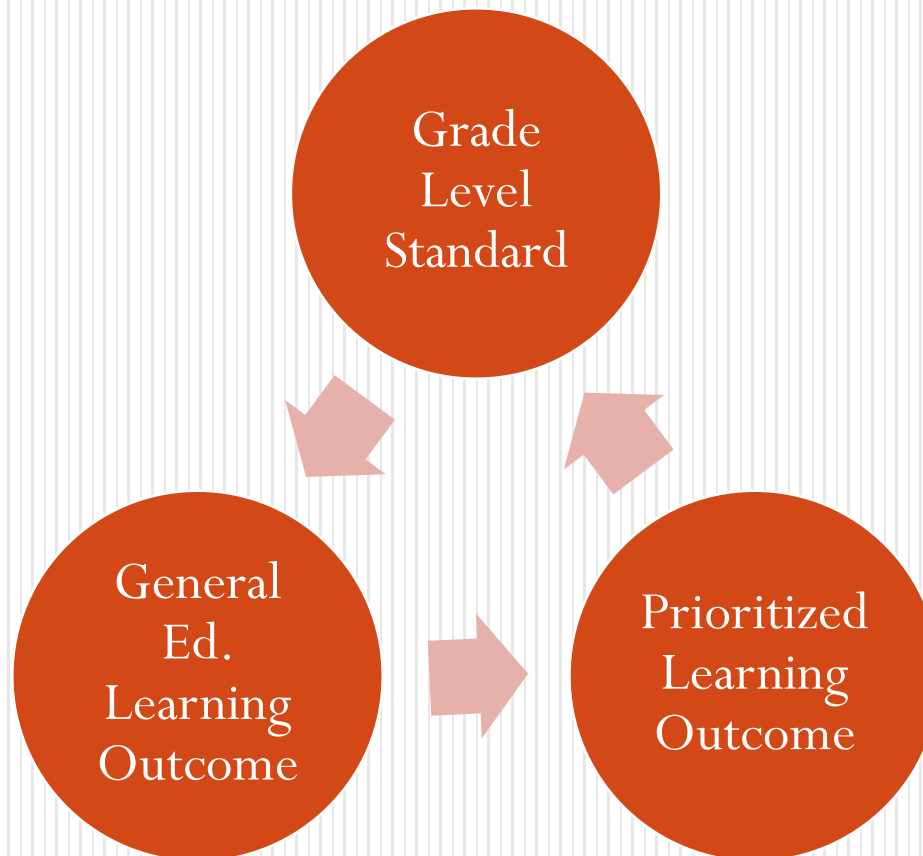
- **Grade level standard:** The student will identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage
- **General Education Learning Outcome:** Students will identify characterization, setting, plot, and theme in “Because of Winn Dixie”
- **Specified Information Outcome:**
 - Identify and explain characteristics of two characters ...
 - Identify and describe the plot ...

Reducing the Amount of Outcomes

- **General Education Grade Level Standard:**
Describe location and movement using common language and geometric vocabulary
- **General Education Outcomes:**
 1. Identify congruent 2-D shapes
 2. Determine the area and perimeter of 2-D shapes
 3. Create a drawing by flipping, sliding, and turning shapes.
- **Reduced Number of Outcome:**
 1. Create a drawing by flipping, sliding, and turning shapes

Back to the Standard

- Once the prioritized outcome(s) are selected it is important to go back to the standard



Decision Questions

- What does the student already know?
- What supports are already in place for the student?
- What will be most applicable to the student?
- What would generalize to other areas?
- What are IEP expectations?
- What are assessment expectations?

Sample Standard

- **General Education Grade Level Standard:**
Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem

Sample Learning Outcomes

- **General Education Learning Outcomes:** Students will be able to:
 - Define biodiversity and ecosystem
 - Demonstrate the importance of biodiversity to an ecosystem
 - Identify threats to specified marine sanctuaries
 - Analyze the location of the sanctuaries and the affect on long-term outlook for its health
- **Marvin's Prioritized Outcomes:** Student will be able to:
 - Identify meaning of ecosystem
 - Identify one cause of damage to an ecosystem and one or more effects from that damage
 - Identify one or more ways that humans are a threat to specified marine sanctuaries

Four Step Chart

1. IDENTIFY THE STANDARD(S) THE INSTRUCTIONAL UNIT WILL ADDRESS.

What is the state standard?	What is the grade level standard?	What is the standard all about?
"A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem."	Students will describe the interrelationships and interdependencies within an ecosystem and predict the effects of change on one or more components within an ecosystem.	<ul style="list-style-type: none"> Evaluate how organisms within an ecosystem effect each other.

2. DEFINE THE OUTCOME(S) OF INSTRUCTION FROM THE INSTRUCTIONAL UNIT ON ECOSYSTEMS.

What are the desired outcomes for all students in general education? What will classroom based assessment look like?	Which outcomes will be prioritized for direct instruction and monitored for the target student with significant cognitive disabilities? What will formative assessment look like?	What supports (already identified or additional) would be necessary for the target student to access the instruction?
Students will be able to: <ol style="list-style-type: none"> Define biodiversity and ecosystem Demonstrate the importance of biodiversity to an ecosystem Identify threats to specified marine sanctuaries Analyze the location of the sanctuaries and the affect on long-term outlook for its health. 	Student will be able to: <ol style="list-style-type: none"> Identify meaning of ecosystem Identify one cause of damage to an ecosystem and one or more effects from that damage. Identify one or more ways that humans are a threat to specified marine sanctuaries 	<i>picture symbols, pictures, text reader, positive behavior supports and scribe as supports</i>

Practice

General Education Standard

1.3.8C Reading, Analyzing and Interpreting Literature

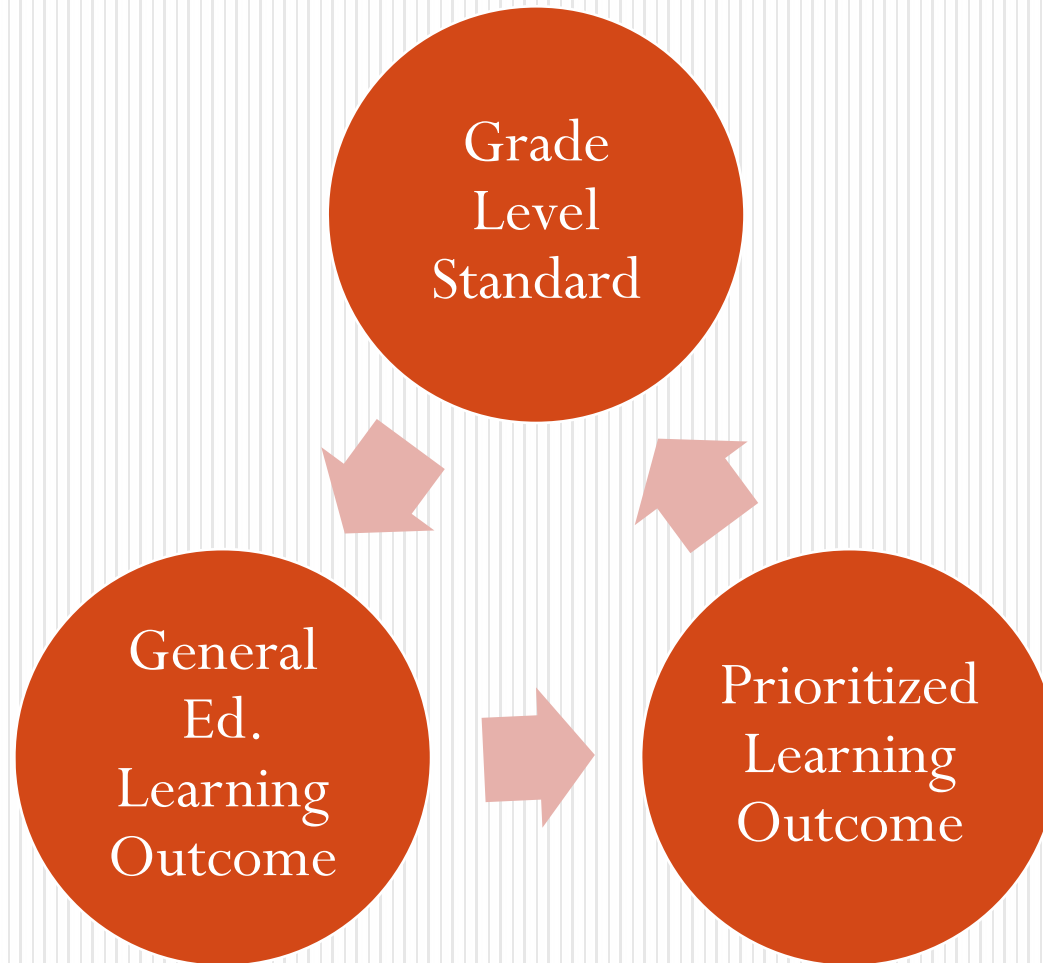
Analyze the effect of various literary devices.

- Sound techniques (e.g., rhyme, rhythm, meter, alliteration)
- Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion).

General Education Learning Outcomes:

- Identify literary devices used in poetry
- Complete an author study on a poet
- Compare and contrast how two authors use literary devices

Does it Match the Standard?



Formative Assessments

- A test given primarily to determine what students have learned in order to plan further instruction. ASCD Lexicon for Learning www.ascd.org
- Use formative assessment results to make informed instructional decisions:
 - Adjust instructions if needed
 - Add more time or move to next activity
 - Add practice if needed
 - Revise supports provided

Formative Assessments

- Formative Assessments take on many forms:
 - Student or teacher journals
 - Cards on which student respond to a question
 - Conversation
 - Graphic organizer
 - Quiz
 - Presentation
 - Book report
 - Project
 - Etc.

Individualized Formative Assessment

- Review the assessment planned for the general education students
- Ensure that the formative assessment designed for the student with significant cognitive disabilities:
 - Is accessible for the student (physical, cognitive, etc.)
 - Matches the prioritized outcome
 - Informs student achievement
- It may also help to design so that it:
 - Assists with required assessment documentation
 - Assists with IEP documentation




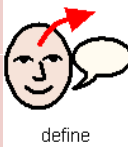


Rubric

- A rubric is a helpful tool to
 - Assist students in knowing what is expected of them
 - Inform students of expected level of performances
 - Measure student performance
 - Determine the next performance level to work towards

Biodiversity Rubric

	3	2	1	Notes
Define Biodiversity	Student defined biodiversity thoroughly and clearly.	Student demonstrated some understanding of the term biodiversity.	Student could describe a biodiverse environment, but could not define biodiversity.	An example would help here.
Provide examples of biodiversity at a national marine sanctuary.	Student provided multiple examples of biodiversity at a marine sanctuary.	Student provided at least two examples of biodiversity at a marine sanctuary.	Student was able to provide one example of biodiversity at a sanctuary.	Great example!
Describe the challenges faced by a marine sanctuary and the outlook for the future health of the ecosystem.	Student clearly describes multiple environmental challenges to a selected sanctuary and the potential impact on its ecosystem.	Student describes at least one environmental challenge and its possible future impact on a marine sanctuary.	Student describes environmental issues at a sanctuary, but does not connect those challenges to the ecosystem.	You have made a clear link here. Good work!

Individualized Rubric

Ecosystem Rubric	3  great	2  good	1  needs more work	Notes
Define ecosystem 	Student defined ecosystem thoroughly and clearly	Student could describe ecosystems but could not define	Student could identify ecosystems but could not define	
Give example (s) of damage to an ecosystem 	Student provided multiple examples of damage to ecosystems	Student provided at least one examples of damage to ecosystems	Student could choose a damage when provided choices	
Describe how damage affects the ecosystem 	Student clearly described how damage affected an ecosystem in multiple ways	Student described one way that damage affected an ecosystem	Student could choose an affect of damage when provided with choices	